

Tennessee Advisory Council for the Education of Students with Disabilities



Annual Report
July 2002 – June 2003

Tennessee Advisory Council for the Education of Students with Disabilities

Introduction

According to state and federal guidelines the Advisory Council has responsibility annually to issue a report to the State Board of Education, the Governor and the State Legislature. Additionally, this report will be provided to the Tennessee Department of Education. The information contained in this report represents a period of a year showing the progress made in programs for children with disabilities. It is the Advisory Council's intention to work with the Department of Education to ensure the provision of appropriate services for children with disabilities throughout the State of Tennessee. This is accomplished through...

- Reporting by the Department to the Council
- Council giving feedback to the Department
- Information from public to the Council
- Experiences of council members, who represent consumer, service providers

Mission Statement

The mission of Tennessee's Advisory Council for the Education of Students with Disabilities is to ensure that all students with disabilities are provided with the services and opportunities necessary to develop to their full potential.

Authority

Tennessee's Advisory Council for the Education of Students with Disabilities was established in 1972 and is required by Tennessee Code Annotated 49-10-105. This legislation states that the Council "shall advise and consult with the Governor, the Commissioner of Education, the State Board of Education, and the director of the Division of Special Education".

The Individuals with Disabilities Education Act (IDEA), Sec. 1412(a) (21), requires that the State establish and maintain an advisory panel *for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State*. Regarding duties, the advisory panel shall:

- *Advise the Department of Education of unmet needs within the State in the education of children with disabilities;*
- *Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;*
- *Advise the Department of Education in developing evaluations and reporting on data to the U.S. Secretary under Section 618;*
- *Advise the Department of Education in developing corrective action plans to address findings identified in federal monitoring reports under this part;*
- *Advise the Department of Education in developing and implementing policies relating to the coordination of services for children with disabilities; and*
- *Advise the Department of Education in serving the needs of students with disabilities in adult prisons.*

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Part One

COUNCIL GOALS AND DEPARTMENT ACTIVITIES 2002-2003

The council wishes to recognize Dr. Lana Seivers and Sister Mary Mark Graf for their exemplary service to the council. The council likewise wishes to congratulate Dr. Seivers on her appointment as Commissioner of the Department of Education in January 2003.

The council adopted a procedures manual during the 2002-2003 year, which outlines its purpose, vision, mission, by-laws and other procedures.

This subsection, Part One, lists the goals established by the Advisory Council for 2002-2003. The activities described represent actions carried out by the Division of Special Education (DSE) along with the Tennessee Department of Education (TDE) related to the goals of the Council. Data reflecting the provision of special education and related services throughout the state is reported in the subsection, Part 2, which follows.

Advisory Council Goals and Council Activities

Council Goal 1: Improve access to and quality of educational services to eligible students with disabilities to better prepare them for transition into their future environments.

COUNCIL ACTIVITIES

The council was presented information from the Special Education Division regarding the progress being made in the delivery of transition services, which is always an area of concern and under constant review and revision. The council was also informed of improvements made by school systems in appropriately identifying students with disabilities, thus causing the numbers of students being served to decline. Information on the provision of gifted education nationally was provided to the council by a representative of the Tennessee Initiative for Gifted Education Reform (TIGER).

DEPARTMENT ACTIVITIES

The Division has examined activities to improve the transition of students with disabilities from infant and toddler programs to appropriate school programs, between school programs and, finally, from those school programs to their post-school environments. These activities include:

- Encouragement to preschool service providers through the Tennessee Early Intervention System (TEIS) in the referral of all preschool students to the appropriate local education agency (LEA) personnel during their second year of age.
- Additional transition training (Paving the Way to Transition) provided jointly by Part B and Part C to TDE/DSE and LEA staff, Parents and Preschool Providers.
- Tennessee Connections developed through the *Transition Improvement Project* is posted on the state website making it available to students, parents and educators.
- A training module of how to effectively assess, plan for and provide transition service needs and needed transition services has been developed and is available in forms of presentations by the transition consultants and/or for the LEAs to conduct their own training.
- The TDE contracts with university projects to provide on-site technical assistance and to conduct training workshops through Project RISE in West Tennessee and the LRE for LIFE Project in East and Middle Tennessee
- Applied for State Improvement Grant with emphasis on improving literacy as well as improving the transition process itself.

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- The LRE for LIFE Project has also conducted teacher training for Work-Based Learning (WBL), a transition tool for 16 – 18 year old students, which allows them to earn academic credit while getting on-site work experience.
- A Transition Task Force made up of Department personnel, LEA Supervisors and Transition Coordinators, Vocational Rehabilitation personnel and University personnel are currently working on developing a section on WBL to be added to Tennessee Connections.
- On-site training and technical assistance are provided by three transition consultants, one for each grand division of the state.

Council Goal 2: Identify ways to increase the quality of personnel serving students with disabilities.

COUNCIL ACTIVITIES

There were periodic presentations to the council from the subcommittee on Tennessee Technical Assistance Project (TTAP) with additional information provided by the Director of TTAP. The new educational standards under No Child Left Behind (NCLB) for paraprofessional workers were presented. Teacher recruitment and retention was addressed by the TDE staff in the BASE TN initiative.

DEPARTMENT ACTIVITIES

Staffing issues in the field of special education such as supply/demand and incentives, which influence recruitment and retention, have been studied with the following actions taken:

- Provided coursework in special education for teachers on waiver.
- Provided coursework throughout the school year in speech/language to meet federal mandate.
- Collaboration with Historically Black Institutions of Higher Education (IHEs) to support recruitment of minority teacher candidates and provide special education pre-service training leading to licensure in special education.

The Department has sought to increase availability of resources to meet the current in-service/pre-service needs of not only special education personnel but also general education personnel and parents by the following means:

- Ongoing training facilitated by consultant staff in three Regional Resource Centers.
- Collaborating with the Department's Staff Development Office to develop activities focusing on training and technical assistance, which will serve the needs of special education, general education and vocational education teachers serving students with special education needs and their parents.
- Assistive technology training activities have been provided to staff in systems throughout the state with contacts having been identified and a statewide network being developed using the Jackson/Madison School System as a model for assistive technology.
- Providing training and technical assistance that supports local requirements under NCLB based on trend data determined through local systems and school analysis.
- Providing support for LEAs to ensure that all teachers of children with disabilities are highly qualified under NCLB.

Council Goal 3: Promote adequate funding and staffing for Special Education and improve procedures for allocation of funds.

COUNCIL ACTIVITIES

Since adequate funding and staffing are so heavily connected to caseload/ class size, the council received numerous reports from the Department in reference to the caseload/ class size regulations being implemented by the school systems. The Chair represented the Council on the Caseload/ Class Size Task Force.

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The TTAP subcommittee of the Council also reported on the need to reduce the duplication of services provided and a collaborative effort to better utilize different service providers.

DEPARTMENT ACTIVITIES

The TDE is involved in ongoing activities with the State Board of Education (SBE) to assist in the implementation of caseload/ class size, which went into effect at the beginning of the 2002-2003 school year. Department activities include:

- The DSE Caseload/ Class Size Task Force is currently addressing the promotion of adequate funding and staffing for special education.
- On-site class size data gathering through compliance monitoring for future decision making.
- Each LEA was required to submit for approval a Special Education Caseload and Class Size Policy which must ensure the equitable and educationally sound placement of students including students with disabilities and students eligible for special education services in all classrooms.

Council Goal 4: Ensure that inclusive education services meet the needs of all students regardless of their abilities and promote a sense of belonging and mutual respect for all students while affirming each student's individuality.

COUNCIL ACTIVITIES

The council reviewed Department activities regarding approval and implementation of the Special Education Caseload and Class Size Policy in LEAs and was also updated on activities of the Caseload/ Class Size Task Force relating to inclusion. Presentations were made to the council on the use of assistive technology as a method to facilitate inclusion in the school setting. The council also continued to review the use and effects of language labels referring to intellectually gifted students and students with disabilities in the classroom, in policy and official documents and in the names of government bodies and recommend, if indicated, in terminology.

DEPARTMENT ACTIVITIES

The TDE provides continued support for the model LRE for LIFE and RISE sites and other inclusive initiatives, making available and providing technical assistance to all LEAs needing this assistance. Department activities include:

- Utilizing model LRE for LIFE and RISE sites of best practice to promote change in all school systems.
- Inviting all schools to participate in the LRE for LIFE and RISE Projects.
- Implemented statewide technical assistance to support programming for children having emotional and/or behavioral issues.
- Continued effort to promote inclusion in the general education setting by reviewing general curriculum at the local level to ensure children with disabilities are included.

Council Goal 5: Continuing to analyze Department of Education special education services and practices for the purpose of developing recommendations to improve overall student learning.

COUNCIL ACTIVITIES

The council received regular updates from the staff of the DSE on the Continuous Improvement Monitoring Process (CIMP) and the procedures for monitoring systems. The Chair served on the Department Committee on CIMP and was the Council liaison for this as well as the Department Reduction in Paperwork Task Force. TDE staff also reviewed the NCLB Act and commented on the possible effect it could have on services to students under the IDEA.

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DEPARTMENT ACTIVITIES

The TDE, as lead agency for Part C, has implemented a statewide system of services to all eligible infants and toddlers with disabilities ages birth through two years.

- The development of Part C has been reviewed regularly with the council.
- The Department along with the other agencies represented within the State Interagency Coordinating Council (SICC), conducts continuing reviews of resources needed for serving birth to two year old infants and toddlers with disabilities.

Census data and other information have been analyzed to determine options of service for students with disabilities in public and private programs.

- Exiting school information is collected on the End-of-Year Report to determine graduation and dropout rates with either regular diploma, through certification of attendance or completion of the IEP.
- The Department applied for an IDEA “General Supervision Enhancement Grant”, which proposes to create a new integrated statewide, student based, locally-entered and web-based data system.
- Presents to the council updated results from the Continuous Improvement Monitoring Process of LEAs and programs statewide along with copies of summary monitoring findings.
- The Department promotes inclusion of children with disabilities in the general curriculum.
- LEAs that serve proportionately high numbers of students in more restrictive placements are provided technical assistance from Department staff and have opportunities to benefit from inclusionary education model programs throughout the state.
- In compliance with TCA 49-1-213, the Department, along with the Department of Mental Health/Mental Retardation, continues implementation of the *Make A Difference* Program, a training/technical assistance model for children and youth having emotional problems.

Council Goal 6: Develop ways to encourage input from the community, educators and stakeholders on special education services and policies.

COUNCIL ACTIVITIES

All council meetings and minutes are posted on the TDE/DSE website and e-mail notices are sent to the LEAs. The council also has reserved time for public input at each of the scheduled meetings and has been provided several presentations during that time.

DEPARTMENT ACTIVITIES

The Department has planned strategies for public awareness and dissemination and to gain input related to special education including:

- Utilization of various newsletters with statewide circulation to interested parties in special education services with requests for input.
- TDE website used as informational source for all areas of special education and related services.
- Updated copies of the *Rights of Children with Disabilities and Parent Responsibilities* booklet were distributed to known service providers serving parents of students who are making a transition to public education or who are being referred for evaluations to determine possible disabilities.
- The Interagency Agreement offers all state agencies responsible for providing special education to children in Tennessee an avenue for input and collaboration in the provision of these supports and services.

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- LEA monitoring (CIMP) reviews procedures in place for “Child Find” and community (i.e. parent) involvement in special education services and policies. Requirements relating to implementation of NCLB for students with disabilities are also included in the monitoring process. Findings through these reviews may result in the development of local “program improvement plans” (PIPs) that serve to increase input from the various stakeholders.

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Part Two

Table 1
STATISTICAL INFORMATION
NUMBER OF STUDENTS WITH DISABILITY

The table below contains data on numbers of children with disabilities served by the local school systems as of the end of the school year by rank with comparisons of school years 1999-2000 through 2002-2003.

	School Year 1999-2000	School Year 2000-2001	School Year 2001-2002	School Year 2002-2003
Specific Learning Disability	71,677	65,839	64,976	61,276
Speech or Language Impairment	41,736	40,820	41,692	38,906
Mental Retardation	18,339	16,569	16,672	15,983
Intellectually Gifted	18,258	19,224	20,643	19,924
Other Health Impairment	11,778	11,505	11,973	12,420
Developmental Delay	4,742	5,674	6,241	6,457
Emotional Disturbance	5,989	5,219	5,392	5,334
Other (Functionally Delayed)	3,996	3,985	4,107	4,510
Multiple Disabilities	2,178	2,054	2,128	2,119
Orthopedic/Physical Impairment	1,589	1,520	1,346	1,264
Hearing Impairment	1,319	1,245	1,327	1,272
Autism	1,094	1,245	1,507	1,883
Visual Impairment	1,016	878	720	623
Deafness	401	409	382	391
Traumatic Brain Injury	343	312	324	316
Blind	254	210*	205	286
Deaf-Blindness	10	6	6	4
TOTAL	184,465	176,504	179,641	172,968

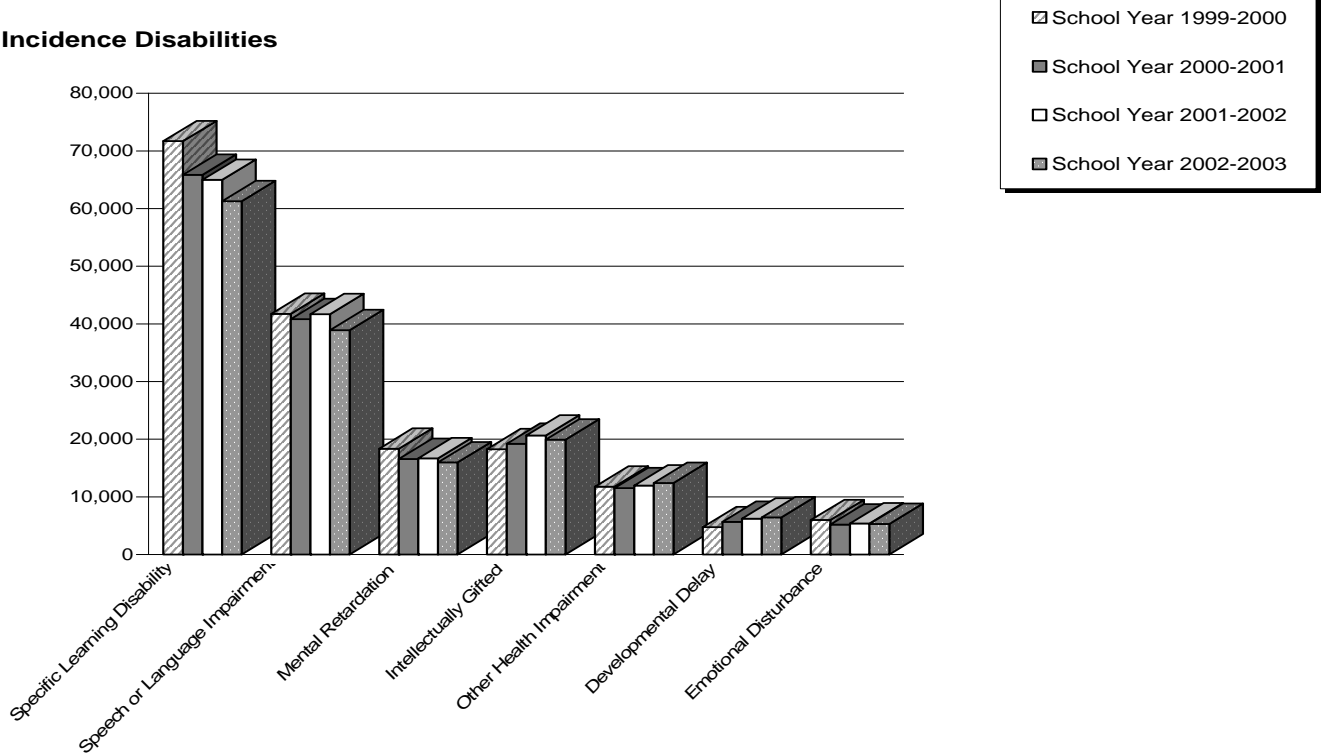
*No data available for TN School for the Blind, 2000-2001

Data Source: End-of-Year Report for Comprehensive Plan for Providing Special Education Services

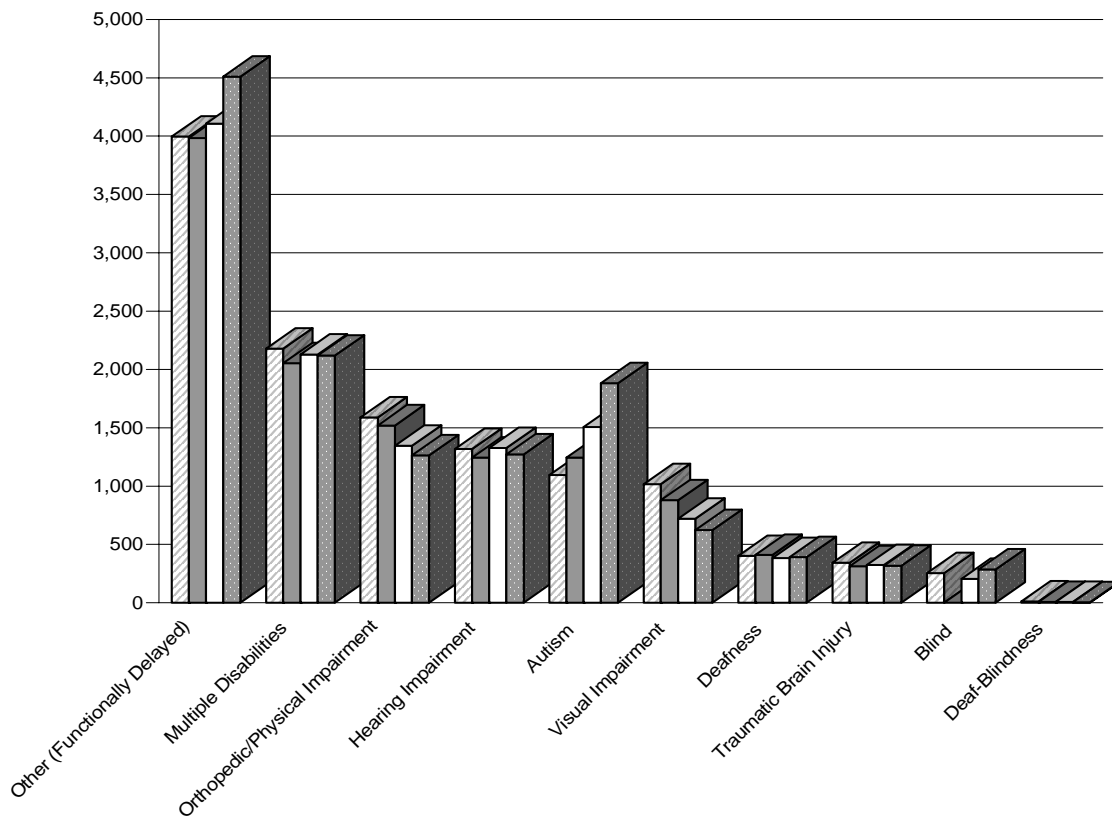
Note: This is a **cumulative** count of **all** children served in special education during the school year.

Figure One

Higher Incidence Disabilities



Lower Incidence Disabilities



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Table 2
FUNDS AVAILABLE
FOR THE
EDUCATION OF STUDENTS WITH DISABILITIES

PROGRAM	1999-2000	2000-2001	2001-2002	2002-2003
Source of Funds: Federal				
Individuals with Disabilities Education Act, Part B Grant Funds	\$88,697,223	\$101,635,101	\$128,733,463	\$154,805,179
Individuals with Disabilities Education Act, Preschool Grant Funds	\$6,776,149	\$7,049,034	\$7,049,034	\$7,049,034

State Funds – Effective July 1, 1002, all state education funds are distributed under the provisions of the Education Improvement Act accordingly. LEAs are granted flexibility in the use of these funds and no specific dollar amount is earmarked for any program or activity.

Table 3
STAFF POSITIONS USED TO SERVICE STUDENTS WITH DISABILITIES
IN TENNESSEE LOCAL SCHOOL SYSTEMS (in Full-Time Equivalency)

	School Year 1999-00	School Year 2000-01	School Year 2001-02	School Year 2002-03
Teachers (ages 3-5)	271.16	304.76	354.92	388.15
(ages 6-21)	4,776.31	4,747.48	5,039.10	4,949.87
Other Special Education and Related Service Personnel	8,602.72	7,258.37	8,085.26	9,277.11
Vocational Education	134.30	111.13	134.48	151.40
Physical Education	22.60	16.30	18.80	16.80
Work-Study Coordinators	13.00	14.00	16.00	17.00
Psychologists	364.27	454.87	341.33	389.28
School Social Workers	35.87	32.80	41.00	40.40
Occupational Therapists	119.04	96.95	114.47	133.82
Audiologists	36.41	22.46	26.98	29.68
Teacher Aides	4,727.75	3,782.92	4,328.26	5,210.72
Recreation & Therapeutic Recreation Specialists	6.05	1.05	2.05	1.05
Diagnostic & Evaluation Staff	74.07	59.90	71.40	92.70
Physical Therapists	98.07	78.49	90.89	101.28
Counselors	112.90	85.81	81.64	92.59
Speech Pathologists	625.11	630.84	771.52	782.58
Supervisors/Administrators (LEA)	210.66	174.81	204.26	210.66
Supervisors/Administrators (SEA)	53.00	53.00	57.00	57.00
Interpreters	29.50	22.50	36.50	26.00
Rehabilitation Counselors	552.66	553.59	639.07	778.33
Other Professional Staff	499.12	384.88	402.08	438.05
Non-Professional Staff	888.34	682.07	707.53	707.77
TOTAL	13,650.19	12,310.61	13,479.58	14,615.13

Data Source: End-of-Year Report for Comprehensive Plan for Providing Special Education Services

Table 4
STAFF POSITIONS SERVING STUDENTS
WITH DISABILITIES FILLED WITH
INDIVIDUALS WITHOUT PROPER LICENSING

	School Year 1999-2000		Table 4-A School Year 2000-2001		School Year 2001-2002		School Year 2002-2003	
	Waivers	Permits	Waivers	Permits	Waivers	Permits	Waivers	Permits
Local Educational Agencies	296	310	338	292	309	307	234	317
State Agency and Private Schools	37	21	44	40	26	59	39	58
TOTAL	<u>333</u>	<u>331</u>	<u>382</u>	<u>332</u>	<u>335</u>	<u>366</u>	<u>273</u>	<u>375</u>

For more specific information regarding waivers/permits by system, agency or region please refer to pages 10, 11, & 12.

Waiver of Employment Standards

Permission granted to a local school system to employ one who holds a valid teaching license but does not have the appropriate endorsement. A waiver may be granted when the school system is unable to obtain the services of a qualified teacher for the type and kind of school in which the vacancy exists.

Permit to Teach

Permission granted to a local school system to employ one who does not hold a valid teaching license when the system is unable to obtain services of a qualified teacher for the type and kind of school in which the vacancy exists.

Tennessee Public School Staff Positions Serving Students with Disabilities with Waivers/ Permits during the 2002 – 2003 School Year

System Name	Waivers/ Permits	System Name	Waivers/ Permits	System Name	Waivers/ Permits
Alamo City	0 / 0	Hardin County	0 / 0	Perry County	4 / 0
Alcoa City	0 / 0	Hawkins County	0 / 1	Pickett County	0 / 0
Anderson County	1 / 0	Haywood County	0 / 8	Polk County	1 / 0
Athens City	0 / 0	Henderson County	2 / 0	Putnam County	7 / 3
Bedford County	6 / 8	Henry County	0 / 0	Rhea County	3 / 2
Bells City	0 / 0	Hickman County	2 / 5	Richard City	0 / 0
Benton County	2 / 0	Hollow Rock/ Bruceton	0 / 0	Roane County	2 / 0
Bledsoe County	2 / 1	Houston County	2 / 0	Robertson County	1 / 2
Blount County	0 / 0	Humboldt City	2 / 1	Rogersville City	0 / 0
Bradford SSD*	0 / 0	Humphreys County	1 / 0	Rutherford County	3 / 3
Bradley County	1 / 0	Huntingdon SSD	0 / 0	Scott County	1 / 0
Bristol City	0 / 0	Jackson County	0 / 0	Sequatchie County	4 / 3
Campbell County	2 / 0	Jefferson County	0 / 0	Sevier County	4 / 1
Cannon County	4 / 6	Johnson City	0 / 0	Shelby County	1 / 1
Carroll County	0 / 0	Johnson County	1 / 0	Smith County	5 / 0
Carter County	0 / 0	Kingsport City	0 / 0	South Carroll SSD	0 / 0
Cheatham County	3 / 5	Knox County	1 / 0	Stewart County	1 / 0
Chester County	0 / 0	Lake County	1 / 0	Sullivan County	0 / 0
Claiborne County	1 / 1	Lauderdale County	6 / 5	Sumner County	12 / 12
Clay County	3 / 0	Lawrence County	2 / 0	Sweetwater City	1 / 0
Cleveland City	1 / 0	Lebanon SSD	1 / 1	Tipton County	4 / 15
Clinton City	0 / 0	Lenoir City	0 / 0	Trenton City	0 / 0
Cocke County	1 / 1	Lewis County	6 / 0	Trousdale County	0 / 2
Coffee County	1 / 1	Lexington City	0 / 0	Tullahoma City	0 / 0
Crockett County	0 / 1	Lincoln County	0 / 0	Unicoi County	1 / 0
Cumberland County	0 / 1	Loudon County	2 / 0	Union City	0 / 0
Davidson County	24 / 68	Macon County	2 / 0	Union County	0 / 0
Dayton City	0 / 0	Madison County	2 / 5	Van Buren County	1 / 0
Decatur County	0 / 0	Manchester City	0 / 0	Warren County	3 / 4
DeKalb County	0 / 0	Marion County	3 / 3	Washington County	0 / 0
Dickson County	2 / 0	Marshall County	1 / 2	Wayne County	8 / 1
Dyer County	2 / 0	Maryville City	0 / 0	Weakley County	0 / 0
Dyersburg City	0 / 0	Maury County	4 / 3	West Carroll SSD	0 / 0
Elizabethton City	0 / 0	McKenzie SSD	0 / 0	White County	2 / 0
Etowah City	0 / 0	McMinn County	1 / 0	Williamson County	3 / 1
Fayette County	1 / 3	McNairy County	2 / 0	Wilson County	3 / 3
Fayetteville City	0 / 0	Meigs County	0 / 0		
Fentress County	2 / 0	Memphis City	11 / 82		
Franklin County	3 / 3	Milan SSD	1 / 0	State Agencies/ Special Schools	
Franklin SSD	0 / 0	Monroe County	3 / 0	Alvin C. York Institute	0 / 0
Gibson County	4 / 2	Montgomery County	12 / 5	Dept. of Children's Services	1 / 0
Giles County	2 / 0	Moore County	0 / 0	Dept. of Corrections	0 / 0
Grainger County	0 / 0	Morgan County	1 / 1	Riverbend Mental Health	0 / 0
Greene County	0 / 2	Murfreesboro City	0 / 0	Middle TN Mental Health	0 / 0
Greeneville City	0 / 0	Newport City	0 / 0	Timber Springs/ WMHI	0 / 0
Grundy County	7 / 4	Oak Ridge City	0 / 0	TN School for the Blind	0 / 0
Hamblen County	0 / 0	Obion County	0 / 1	TN School for the Deaf	0 / 0
Hamilton County	10 / 25	Oneida SSD	0 / 0	West TN School for the Deaf	0 / 0
Hancock County	0 / 0	Overton County	0 / 0		
Hardeman County	2 / 9	Paris SSD	0 / 0		

Private Agency Staff Positions Serving Students with Disabilities with Waivers/ Permits During the 2002-2003 School Year

Agency	Waivers/ Permits	Agency	Waivers/ Permits
Avery Trace, Cookeville	1 / 0	Path Academy, Greeneville	2 / 0
Beacon School, Greeneville	0 / 5	Pathways Diagnostic Center, Martin	1 / 0
Brunswick Day School, Memphis	0 / 1	Pathways Turning Point Program, Trenton	1 / 0
Carroll Academy, Huntingdon	0 / 2	Peninsula Village, Louisville	0 / 1
Cedar Grove School, Murfreesboro	1 / 0	Plateau Mental Health Endeavor ADAPT, Cookeville	0 / 1
Chad Youth Enhancement Center, Ashland City	0 / 2	Rutherford Academy, Murfreesboro	3 / 1
Chance Girls Residential Center, Bloomington Springs	2 / 0	Rutherford Co. Teen Learning Center, Murfreesboro	1 / 0
Cherokee Park youth Center, Mountain City	1 / 0	Shady Oaks School, Memphis	1 / 1
Clarksville Treatment Center, Clarksville	2 / 2	Signal Centers, Chattanooga	0 / 2
Concord Academy, Memphis	1 / 1	Siskin School, Chattanooga	0 / 2
Cornerstone School TN Children's Home, Spring Hill	1 / 0	St. John Neumann Catholic School, Knoxville	1 / 0
Currey Ingram Academy, Brentwood	0 / 1	SteppenStone Academy, Limestone	1 / 0
Genesis Academy, Nashville	1 / 4	Stones River Academy, Murfreesboro	2 / 0
Hermitage Hall, Nashville	1 / 4	The King's Daughters' School, Columbia	4 / 0
Indian Mound Boys Residential Center, Sparta	1 / 0	Trace Academy, Waynesboro	1 / 0
Institute of Learning Research, Nashville	0 / 9	Valley Academy Hospital School, Chattanooga	0 / 1
Lakeside Academy, Knoxville	1 / 1	Vanderbilt Children's Hospital, Nashville	0 / 1
Magnolia Academy, Columbia	0 / 2	Weems Academy, Clarksville	0 / 2
McDowell School, Dyersburg	1 / 1	West TN Cerebral Palsy Center, Jackson	0 / 3
Nashville Christian School, Nashville	2 / 1	Youth Emergency Services of Middle TN, Lebanon	1 / 0
Natchez Trace Youth Academy, Waverly	1 / 0	Youth Villages Campbell-Loughmiller Academy, Linden	0 / 2
New Hope School, Hohenwald	1 / 0	Youth Villages Nicholas Hobbs Academy, Memphis	2 / 3
New Life Lodge Academy, Burns	0 / 1		

Table 5
STATUS OF SERVICE FOR
STUDENTS WITH DISABILITIES
October 1999, 2000, 2001 & 2002
(Reported to State Chancery Court)

CHILDREN WITH DISABILITIES

	1999	2000	2001	2002
Receiving Appropriate Services				
Receiving full special education/support services	140,164	139,952	143,476	144,681
Enrolled in regular program but requiring no special education services	388	368	399	523
Receiving Less Than Appropriate Services				
Receiving some special education, but less than recommended service	7	176	75	89
Enrolled in school, recommended for special education, but not receiving any special education services	312	190	190	210
Not enrolled in any educational program	313	310	242	240
Children Suspected to Have Disabilities				
Referred, but not evaluated	6,251	5,128	4,867	3,923
Evaluated, but determined not eligible	2,898	2,807	3,141	2,378

Note: These numbers are as of October 1, 1999 through 2002 and will not be the same as the end-of-year figures. The status of service for students with disabilities for October 1, 2003 will be reported in the next annual report.

Data Source: October Report for Chancery Court in the Case of Val Rainey vs. the Tennessee Department of Education.

Tennessee Advisory Council for the Education of Students with Disabilities

James Topp	Germantown
Vicki Blanchard	Harriman
Mary Beth Brooke	Chattanooga
Paula Brownyard	Jackson
James Burton	Lynchburg
Laura Calfee	Cleveland
Marci Campbell	Lebanon
Barbara Daush	Memphis
Jeff Finney	Elizabethton
Miles Hardin	Memphis
Kyle Hauth	Kingston
Kay Honeycutt	Johnson City
Jerry Johnson	Memphis
Lisa McCullough	Spring Hill
Beulah Oldham	Clarksville
Rex Roberts	Nashville
Lynn Sherrod	Johnson City

State of Tennessee
Phil Bredesen, Governor

Department of Education
Lana Seivers, Commissioner

Division of Special Education
Joseph E. Fisher, Assistant Commissioner

Advisory Council for the Education of Students with Disabilities
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2003